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## Assessment information

<b>Self-evaluation form received</b>	Yes
<b>Impact evaluation form received</b>	Yes
<b>Attendees at SLT meeting</b>	Headteacher, RRS Lead Teacher, RE Co-ordinator (Member of RRS Steering Group).
<b>Number of children and young people interviewed</b>	20 children
<b>Number of staff interviewed</b>	4 teaching staff 2 support staff 2 parents 1 governor
<b>Evidence provided</b>	Learning walk Written evidence



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## **Standard A:**

Rights-respecting values underpin leadership and management

### **Summary**

**Standard A has been met.**

Heene First School's mission statement describes a school where 'we respect ourselves, each other and the environment,' and where children realise their 'full potential in order to face the future with confidence as citizens of the world.' The Headteacher described the school's development and vision in terms of rights respecting values: 'We pushed philosophy for children for many years and along with our core values, Rights Respecting Schools (RRSA) is ultimately where we've been going to for the past fifteen years.'

RRSA is a priority in the School Improvement Plan under Learning and the Citizenship and RE Co-ordinators, who are both members of the Senior Leadership Team are the allocated personnel with responsibility for its development in school. The Citizenship and RE policies have been updated with reference to Rights Respecting Schools and there are plans for the Child Protection and Philosophy policies to be updated in the near future.

The school has used the structure it already has in place to inform the whole school community of the Convention through governors meetings, school wide consultation on charters, the parental committee and dedicated staff meeting time. Each family has received a copy of the Convention in full and there are plans for a graffiti wall of rights in the playground to further raise the profile of the Convention to parents and visitors.

The school invited other schools from its local family group to attend staff training on RRSA and the Convention and has developed links with another local school that already has level one status. This year the children are collecting for their local food bank in Worthing as part of their harvest festival and they have also raised funds through Child To Child to help build a school in Kenya. This work has been linked to access to education rights.

The school has made good use of local outside agencies to develop rights work in their Drama curriculum through the involvement of the Big Foot Theatre Company. This has been ongoing for a number of years. Circle Time and Philosophy for Children lessons have provided discreet opportunities for teaching about rights. Assemblies have focused on different aspects of rights and what it means to be rights respecting.

## **Standard B:**

The whole school community learns about the CRC

### **Summary**

**Standard B has been achieved.**

Children were able to describe a range of basic rights including the right to be listened to, the right to learn, the right to play, the right to healthy food and the right to be safe. They were absolutely certain that these rights were for all children and that they could not be taken away. Staff confirmed that they had received training on the Convention and RRS and



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this had included exploring suitable books for the teaching of rights through Philosophy for Children.

Parents confirmed that they had received newsletters with the summary of the Convention. Parents were very supportive of the rights respecting ethos at the school: 'There is a sense of community and parents whose children move on, say they miss the feeling they get at Heene. My daughter said missing Heene was her biggest worry and how safe she felt there.' Governors have met to look at the Convention and ascertain what the priorities were in terms of age and understanding for the children.

Some assemblies show a direct focus on the Convention and RRS including themes such as 'The Right to be in a clean and tidy school' and 'Does our school live up to its values - Rights Respecting Schools'. There is a prominent display on RRS near the waiting area in the main foyer and this includes a list of the features of a rights respecting classroom. Other displays highlighted the non-rights respecting nature of the Victorians in relation to the Convention and there was an RE display which linked articles to the theme of 'Every Child Matters to God.' Work in Philosophy for Children teaches explicitly about rights as does Drama through the work of big Foot Theatre Company. World War Two learning on Evacuees has been linked to the right to shelter.

Children were able to link natural disasters to the right to survive. They also identified how hazards in the local environment can impact on rights. 'People in some countries like India have to drink dirty water,' said a boy in Year One. 'It's important people have things so they can have their right to be alive,' explained a Year one girl. Staff identified how opportunities to talk about rights had been taken during studies about the local area and a contrasting locality. In Science learning with Year Two, children were now increasingly identifying basic needs for a baby's survival such as sleep, food and to be cared for instead of identifying wants.

## **Standard C:**

The school has a rights-respecting ethos

### **Summary**

#### **Standard C has been met.**

Charters were visible and had prominence in all classrooms visited. Most were fully rooted in the Convention. Children were able to identify how they had developed their charters through class discussion. The majority of children agreed that adults 'talked about the charter a lot'. Staff explained how they used the charters not just in day to day classroom management but also as part of learning and discussion. 'We go over them in detail. We take one right off the charter and look at it in Philosophy or Circle Time,' explained a Year Two teacher.

Children identified how teachers modelled rights respecting language. 'Our teacher will say: "That's not what we do in our class with our charter" if someone is not listening,' said a Year Two girl. The majority of children were clear that staff made mention of rights regularly in different situations.

Staff were clear that they were the duty bearers for children's rights. 'Through Philosophy and discussion we inform children of their rights. We link rights to how to behave to respect others. Children are more aware of rights and can empathise more,' said one teacher.



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Children were able to identify rights respecting behaviours. 'If someone doesn't have a friend, I include them in my games,' explained a Year One girl. 'I listen to other children because everyone has a right to be listened to,' said a boy in Year One.

Children were in no doubt that they were safe at Heene First School. They explained how lanyards were used for visitors 'so we know you're not a stranger.' A Year Three girl explained how 'if it's wet playtime they keep you in so you don't slip over in the water.' Office staff vetting visitors and first aid provision were also mentioned as ways that school kept the children safe.

Children were able to identify rights respecting and non-rights respecting situations. They talked about drama activities that showed how greasy and fatty foods denied the right to healthy food and those who didn't help you if you were hurt in the playground did not support the right to be safe. Staff noted that children were beginning to empathise increasingly with each other if rights were not respected by others in a range of situations. Conflict resolution work is supported in school by teaching assistants and children's skills are growing in this area.

Children explained how they had learned in drama work about Fair Trade and caring for the environment and some could link this back to rights. They understood how charitable action could make a difference to the lives of others. 'Some countries have no food so at harvest festival we collect food and send it to those countries,' said a boy in Year Two.

## **Standard D:**

Children are empowered to become active citizens and learners

### **Summary**

#### **Standard D has been met.**

Children valued the work of their School Council and felt that it had made a difference in school. Children identified how councillors had led an assembly role play about looking after the new playground equipment they had purchased. They explained how the school council had purchased new bins to make the environment better as well as buying new library books. Children have been consulted on the new build for the school extension and asked pertinent questions of the builders around safety issues including the removal of asbestos. Children felt that they had a school council to 'make school a better place'. They needed support to link this back to the right to be heard.

Children have used communities of enquiry to ask questions of new topics and identify what they wanted to learn. This was done at home to include parents in the discussion. One parent noted how this strategy made her child more confident and empowered in her learning. Children use a RAG rating system to identify how they feel they are progressing with learning and some classes use a written dialogue between teacher and child as part of marking and feedback. Classes of very young children do this verbally.

Children have been involved in the planning and development of the local park. They have also written to the local council on the issues of littering and dog fouling. Children have supported a range of national and global charitable actions including Genes For Jeans, Red



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Nose Day, the local Enable Me mobility charity and Child to Child to support a school in Kenya. The children will be supporting street children in Kenya as the next phase of this work.

## The future

The assessor would like to encourage the school to continue work on becoming rights respecting and work towards the award at Level Two.

The following recommendations are made to support the journey based on those that have proven valuable in other schools and settings in helping them to develop their practice at Level 2. The recommendations made by the assessors are listed below:

- Attend level two training at UNICEF to develop understanding of the next steps in the journey
- Update charters to the new wording and follow the new UNICEF UK guidance removing the explicit link between rights and responsibilities
- Ensure that reviewed policies make explicit links to Convention's articles and have some of the wording of the Convention in the text
- Make rights explicit in assembly and curriculum planning
- Develop awareness raising and campaigning for rights as well as linking the global dimension to rights



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## RIGHTS RESPECTING SCHOOL AWARD IMPACT EVALUATION CRITERIA

<b>School Name:</b>	
<b>Date:</b>	
<p>Our work to put the Convention at the heart of our school's culture and ethos has made the following impact to improving well-being and to develop every child's talents and abilities to their fullest potential.</p>	
<p><b>Please identify the degree of impact that this work has had against each criteria. Highlight one of the numbered impact statements in the right column and type in any supporting information into the left column box.</b></p>	
<p><b>1. Children and young people have improved respect for themselves and others.</b></p>	<p>1. No impact 2. A little impact 3. Some noticeable impact 4. Significant impact 5. No evidence</p>
<p><b>2. Children and young people are more engaged in their learning.</b></p>	<p>1. No impact 2. A little impact 3. Some noticeable impact 4. Significant impact 5. No evidence</p>
<p><b>3. Educational achievement is enhanced.</b></p>	<p>1. No impact 2. A little impact 3. Some noticeable impact 4. Significant impact 5. No evidence</p>



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<p><b>4. Children and young people develop positive relationships and behaviour; including finding their peers 'kind and helpful'.</b></p>	<ol style="list-style-type: none"> <li>1. No impact</li> <li>2. A little impact</li> <li>3. Some noticeable impact</li> <li>4. Significant impact</li> <li>5. No evidence</li> </ol>
<p><b>5. Children and young people demonstrate positive attitudes towards diversity in society and overcoming prejudices.</b></p>	<ol style="list-style-type: none"> <li>1. No impact</li> <li>2. A little impact</li> <li>3. Some noticeable impact</li> <li>4. Significant impact</li> <li>5. No evidence</li> </ol>
<p><b>6. There are reduced numbers of exclusions and less bullying.</b></p>	<ol style="list-style-type: none"> <li>1. No impact</li> <li>2. A little impact</li> <li>3. Some noticeable impact</li> <li>4. Significant impact</li> <li>5. No evidence</li> </ol>
<p><b>7. Increasing percentages of pupils like school.</b></p>	<ol style="list-style-type: none"> <li>1. No impact</li> <li>2. A little impact</li> <li>3. Some noticeable impact</li> <li>4. Significant impact</li> <li>5. No evidence</li> </ol>
<p><b>8. Children and young people feel empowered to respect the rights of others locally, nationally and globally, and uphold their own rights.</b></p>	<ol style="list-style-type: none"> <li>1. No impact</li> <li>2. A little impact</li> <li>3. Some noticeable impact</li> <li>4. Significant impact</li> <li>5. No evidence</li> </ol>